

This meeting will be recorded. It is requested that PrAC members please enable video during the meeting.

Principal Advisory Council (PrAC)

Dec. 7, 2021
Second Quarter Meeting

Jason E. Glass, Ed.D., Commissioner of Education

Suzanne Farmer, PrAC Chairperson
Jenny Ray, KDE Liaison



Welcome

Jason E. Glass, Ed. D.

Commissioner, Kentucky Department of Education

Roll Call of Members

Suzanne Farmer, PrAC Chairperson

First Name	Last Name	School District	Member Since
Suzanne	Farmer	Danville Independent	2021-2022
Wayne	Ackerman	Russell County	2021-2022
Nick	Brooks	Wolfe County	2021-2022
Ashley	Burd	KY Tech	2021-2022
Brandy	Carver	Rowan County	2021-2022
Beth	Davidson	Barren County	2021-2022
Brandy	Feagan	Williamstown Independent	2021-2022
Alison	Gregory	Graves County	2021-2022
Bryne	Jacobs	Fayette County	2019-2020
Sara	Kise	Lawrence County	2021-2022
Carla	Kolodey	Jefferson County	2021-2022
Anne Marie	Landry	Bullitt County	2021-2022
Amy	Rhodes	Pike County	2021-2022
Amy	Rigsby	Lincoln County	2021-2022
Toyah	Robey	KY School for the Deaf	2018-2019
Matt	Shafer	Boone County	2021-2022
Peggy	Sinclair-Morris	KY School for the Blind	2019-2020

Please unmute your microphone and enable your camera to introduce yourself. Please share your school name, as well.

PrAC Members Digital Sign In

- Please access the digital sign in by using the link provided in chat.
- Select today's date and provide your information.

[PrAC Member Sign In](#)

Approve Summary Minutes

Suzanne Farmer, PrAC Chairperson

[Link to Summary Minutes](#)

KY Family Friendly Schools and New Resources

**Brooke Gill, Family Engagement Director
Prichard Committee**

Links to Explore

- <https://prichardcommittee.org/familyengagement/>

Use the link above and scroll down to find links to the:

- Family-School Partnership Grid
- KY Family and School Partnership Guide
- School Self-Assessment and Training Modules
- Family Engagement Digital Playbook
- Application for KY Family Friendly Schools Certificate

High-Quality Instructional Resources (HQIRs)

Misty Higgins and Carrie McDaniel

Professional Learning Coordinators

Division of Program Standards

The background is a composite image. The top left shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Desks and chairs are arranged in rows.

Designing High-Quality Local Curriculum

Supporting Standards Implementation
and Promoting Student Equity

Misty Higgins and Carrie McDaniel
Professional Learning Coordinators
Division of Program Standards



Kentucky Department of
EDUCATION

KBE Resolution – July 2020

- KBE resolution states that every student in the Commonwealth deserves equitable access to effective educators who have unique experiences and perspectives, quality preparation and are committed to the success of all learners.
- Deliberate actions educators must take to ensure equitable access to learning for each and every student across the state:
 - Local school and district implementation of the *Kentucky Academic Standards*
 - Provide access to high quality, standards-aligned local curriculum and instructional resources

Standards, Curriculum and Instructional Resources

- **Standards** address a foundational framework of *what* is to be learned.
- **Curriculum** addresses *how* learning experiences are designed at the local level.
- **Instructional Resources** include the print, nonprint or electronic medium designed to *assist* student learning.

KDE's HQIR Strategic Plan

- **Goal:** Equip and empower local schools and districts in providing educators access to HQIRs and HQPL so they are better prepared to support all students with engaging, relevant, standards-aligned grade-level assignments.
 - Communicate and promote KDE's definitions and rationale for HQIRs and HQPL
 - Focus on Reading and Writing in Year 1
 - Provide local leaders with a consumer guide that includes selection criteria and evaluation tools

Defining HQIRs

The KDE defines High-Quality Instructional Resources (HQIRs) as materials that are:

- Aligned to the *Kentucky Academic Standards* (KAS);
- Research-based and/or externally validated;
- Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments;
- Culturally relevant and free from bias; and
- Accessible for all students.

HQIRs and Teacher Equity

- A 2017 RAND analysis found that 96% of teachers use Google and nearly 75% use Pinterest to find lessons and resources.
- A Fordham Institute review of instructional resources found that 64% of the online resources they reviewed should “not be used” or are “probably not worth using.”

HQIRs and Student Equity

- Research shows students of color, those from low-income families, English learners and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs in the classroom than students who are in classrooms with mostly white students in higher income communities.
- According to a Johns Hopkins study conducted by David Steiner (2017), students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points – equivalent to four additional years of learning.
- Another study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction (Koedel & Polikoff, 2017).

Characteristics of HQPL

- Aligned with state standards, school and/or district goals and other professional learning activities
- Content-focused
- Incorporates active learning
- Uses model and modeling of effective practice
- Supports collaboration, typically in a job-embedded contexts
- Provides coaching and expert support
- Offers feedback and reflection
- Sustained and continuous

KDE Pilot Opportunity

- Provide professional learning (PL) support to schools/districts as they implement the Curriculum Development Process, which includes the selection of high-quality instructional resources (HQIRs)
 - Free professional learning throughout the process aligned to the *Model Curriculum Framework*
 - Locally developed curriculum aligned the *Kentucky Academic Standards for Reading and Writing*
 - Implementation support from Achievement Network following the pilot
- Use pilot to gather feedback to inform KDE guidance/work

Pilot Timeline

- **Oct. 18, 2021** - [Application](#) window opens
- **Nov. 1, 2021** - Virtual Technical Assistance Session
- **Nov. 23, 2021** - Application window closes
- **Dec. 15, 2021** - Notify selected pilot participants
- **February 2022** - First pilot convening
- **May 2022** - Pilot program concludes
- **June-July 2022** - Summer support from ANet (Optional)
- **August 2022 - June 2023** - Local implementation support from ANet

Questions

Misty Higgins

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Carrie McDaniel

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Micki Ray

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Building Educator Morale in Schools: A Review of KDE Resources for School Leaders

Jenny Ray

Office of Educator Licensure and Effectiveness

Principal Spotlight: Voices From the Field

- ★ **Amy Allen, Ed.D. (Glasgow High School), Innovative Leadership** ([Dr. Amy Allen session video](#)) ([Link to Amy's slide deck](#)) Amy shares strategies that have been effective in increasing teacher morale and attendance, while also positively impacting the school's culture.
- ★ **Family Friendly Schools featuring Beth Mullins (Berea Community Elementary) and Bryne Jacobs (Lafayette High School)** ([Mullins & Jacobs session video](#)) ([Mullins & Jacobs Podcast](#)) Beth and Bryne share how meaningful engagement with families and the community boosts teacher morale.
- ★ **Alison Gregory (Graves County High School)** shares her experiences with **coaching conversations** ([Alison Gregory session video](#)) ([Link to Alison's slide deck](#)) ([Link to Alison Gregory podcast](#)) Taking time to coach teachers provides professional support that promotes teacher growth as well as teacher retention.

KDE Resources to Explore (Excerpt from KDE Webpage)

Build Staff and Organizational Social Emotional Skills and Supports

- Guidance for schools
 - CASEL Focus Area 2: [Strengthen Adult SEL](#)
 - [SEL Standards for Students and Adults](#) (Enhanced to prioritize equity and respect for diversity)
 - [SEL 3 Signature Practices for Adults Video](#)
 - [3 Signature SEL Practices Playbook](#) - The playbook builds on the principles of Culturally Responsive Teaching, Restorative Justice, PBIS and trauma-informed practices
- Collaborative practices for teams and organizations
 - [Compassion Resilience Toolkit](#)
 - [ART of SEL Reflections with an Equity Lens: Deck Card](#)
- Actions for individuals
 - [Greater Good in Education: School Staff Wellbeing](#) - Practices for cultivating the social and emotional well-being of school staff members
 - [Medstar Health: Teacher Wellbeing Workbook](#)
 - [COR Classrooms](#) - The University of Virginia's Center for the Advanced Study of Teaching and Learning developed this suite of online learning modules focused on building positive relationships with students. The COR model addresses the essential pieces of a relationship and how they work together. Understanding this model empowers teachers to pay close attention to the different factors influencing their relationships, which in turn will help them form stronger and more positive connections with students.
 - [Daring Classrooms by Brene Brown](#) - A free courage-building resource to help educators develop their own skills, and to deepen connection and trust with their teams. Resources include a leadership assessment, learning lab videos, downloadable posters and quote cards, educator interview series, and classroom integration ideas.

Teacher Induction and Retention Resources

- [“Why I Teach” podcast hosted by Go Teach KY](#)
- [Educator Stay Survey](#)
- [Likelihood of Teacher Retention Survey](#)
- [Five Strategies to Retain Your High-Performing Teachers](#)
- [Principal’s Guide to New Teacher Experience](#)
- [New Teacher “Temperature Check”](#)

PHASES OF FIRST-YEAR TEACHERS' ATTITUDE TOWARD TEACHING



Questions

- *What ideas do you have to support school leaders in choosing effective strategies and quality resources to build educator morale?*
- *Did you know these resources were available to you?*
- *What are your suggestions for how to communicate the resources that are available?*
- *What support topics are missing? What might be the next principal spotlight topic that might be most meaningful?*

Principal Partnership Project (P3) Support

Keith Griesser, Jenny Ray and Stacy Noah

P3 Leadership Team

KDE Office of Educator Licensure and Effectiveness

P3 Support to School Leaders

- [Initial Certified Evaluation Training](#)
- [Principal Spotlight Series](#)
- [P3 Podcast](#)
- [Principal EdCamp](#)
- [Update Evaluation Training](#)
- [PSEL Tools](#)
- [The Principal Calendar](#)
- [The Coach Approach for Principals Scholarships](#)
- Personalized Support for Districts
- [Resources](#)

KY Professional Standards for Educational Leaders (PSEL) Tool Update

Stacy Noah

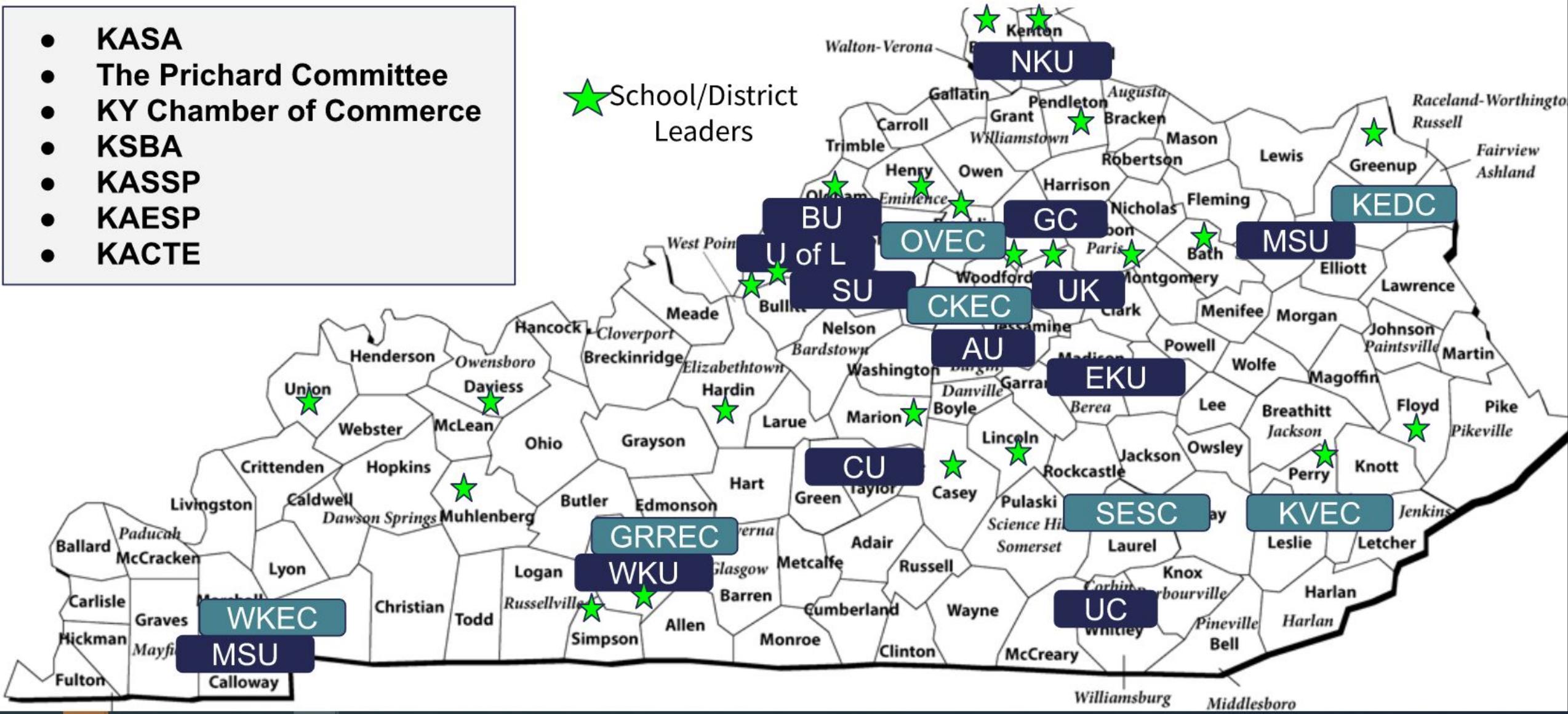
KDE Office of Educator Licensure and Effectiveness

KY PSEL Growth and Evaluation Tool

- A two-year process
- 2018 University Principal Preparation Initiative (UPPI) funded by a Wallace Foundation Grant
- More than 50 practicing educational leaders and member organizations

Stakeholder Involvement

- KASA
- The Prichard Committee
- KY Chamber of Commerce
- KSBA
- KASSP
- KAESP
- KACTE





:8

	A	B	C	D	E	F
1	Standard 1: Mission, Vision and Core Values					Print PSEL At A Glance
2	Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.					Print Intro
3						Print All
4	Elements	Performance Levels				Print Standard 1
5		An <i>Ineffective</i> School Leader ...	A <i>Developing</i> School Leader ...	An <i>Accomplished</i> School Leader ...	An <i>Exemplary</i> School Leader ...	Notes:
6	a.	Fails to develop an educational mission for the school.	Develops an educational mission for the school that only promotes academic success and well-being of some students.	Develops an educational mission for the school to promote the academic success and well-being of each student.	Ensures all school resources are aligned with the educational mission to promote the academic success and well-being of each student.	
7	b.	Fails to collaborate with members of the school or community to create a vision for student success.	Inconsistently (collaborates with members of the school or community in using relevant data to develop a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	Builds capacity of members of the school and community to use relevant data, develop and promote a transformative vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	
8	c.	Fails to articulate values that define the school's culture and does not stress the imperative of child-centered education; high expectations and student support, equity,	Inconsistently articulates and/or advocates core values that define the school's culture and attempts to stress the imperative of child-centered education; high expectations and	Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support, equity,	Consistently articulates, advocates and cultivates transformative core values that define the school's culture and creates the conditions for the imperative of child-centered education; high expectations and	

[LINK](#)

Announcements

Next Meeting Dates

3rd Quarter: March 8, 2022

4th Quarter: June 7, 2022

[Link to feedback form](#)

Adjournment

Suzanne Farmer
PrAC Chairperson